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ABSTRACT

This directory describes 25 innovative programs, in the public schools of North Carolina, which impact minority and equity issues. The following information is supplied for each program: (1) contact person; (2) grade level; (3) purpose; and (4) nature and scope. The following programs are located in the Charlotte-Mecklenberg Schools: (1) After School Cultural Arts; (2) Equals; (3) Indian Education Program; (4) Love of Learning; (5) Minority Achievement by Choice; (6) Minority Achievement Program; (7) Multicultural Education; and (8) Plan for Minority Achievement. The following programs are located in the Durham County Schools: (1) Ideas and Suggestions for Black History Celebration; and (2) Mathematics/Science Education Network. The following programs are located in the Durham City Schools: (1) Mentor Program for Girls Grades 3-5; and (2) Mentor Program for Teen Mothers. The Multicultural Education Project is located in the Greensboro Public Schools. The Young Parents Program is located in the Hickory City Schools. The Sex Equity Model Program--Counseling Awareness is located in the Kings Mountain District Schools. The following programs are located in the New Hanover County Schools: (1) Region O Council for the Advancement of Minorities in Engineering (ROCAME); (2) Sensitivity Today and Respect for Tomorrow (START); and (3) Teacher Affective Program (TAP). The You've Got to Be KID-DING program is located in the Pasquotank County Schools. The Artists-In-Schools program is located in the Vance County Schools. The Sex Equity/Pregnant Girls Project is located in the Wilkes County Schools. The Helping Hands program is located in the Wake County Schools. Two special programs, the Student Mediation Program developed by the Dispute Settlement Center in Carrboro (North Carolina) and A Model Human Relations Program (Yonkers, New York), are also included. (FMW)

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Introduction

It is with great pleasure that the State Department of Public Instruction and the Division of Desegregation Assistance present each LEA with this booklet of special school programs which impact minority and equity issues in the public schools of North Carolina. Each program contributed represents the great effort being made by many school officials in North Carolina to insure that all children regardless of their circumstances, receive quality education. We believe these innovative programs will offer invaluable alternatives as together we continue to design educational programs which address the particular needs of our students.

If after examining this booklet, you desire more information on a particular program, please call/or write the "contact person" listed. We want to thank the program contributor(s) and the many people who work daily to make these and similar programs possible for students. We invite your comments and suggestions.

For further assistance, please call William T. Newkirk or Jay D. Cannon, Desegregation Assistance Office, at 919/733-0816.

Bob Etheridge

Bob Etheridge
State Superintendent

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Program Title: <u>After School Cultural Arts</u>
Charlotte-Mecklenburg Schools
Charlotte, N.C. 28205

Contact Person For Program:

Sandra Niedzialek
Principal
Billingsville Elementary School
124 Skyland Avenue
Charlotte, N.C. 28205
704/343-5525

Appropriate Grade Level(s) For Program: 4-6

Basic Purpose of Program:

To give enrichment opportunities in both visual and performing arts that ordinarily would not be provided except in a private setting.

Nature and Scope of Program:

This program is intended to be an extension of our instructional day. It gives teachers an opportunity to help develop self-esteem, and raise expectations of minority children. The program is free except for drama, but scholarships are easily obtained.

Program Title: EQUALS
Charlotte-Mecklenburg Schools
Charlotte, N.C. 28203

Contact Person For Program:

Kitty Cobb/Jennie Holt
Coordinators of EQUALS
Staff Development Center
428 West Boulevard
Charlotte, N.C. 28203
704/343-5400

Appropriate Grade Level(s) For Program: K-12

Basic Purpose of Program:

To increase participation of female and minority students in Math and Science studies and careers.

Nature and Scope of Program:

Program stresses: Hands on problem solving; Cooperative learning; and Career education.

Background and History

The Charlotte-Mecklenburg School System (CMS) was named one of six national EQUALS sites in January, 1984. A grant of $10,000 for each of three years was awarded. The Carnegie Corporation provided the funding and EQUALS-Berkeley served as the monitoring, training and consulting agency in overseeing the implementation of the EQUALS program.

Two trainers were sent to EQUALS-Berkeley: a white female Assistant Principal and a black female junior high math teacher. After three days of training in the EQUALS model, they held several mini-workshops for staff development personnel, curriculum specialists and administrators in order to acquaint them with the program's goals and methodologies.

An EQUALS Committee was formed which included some of the school system people as well as representatives from the University of North Carolina at Charlotte. The Committee has functioned in a policy-making role since its

inception. The wide diversity of its membership has assured a broad perspective and valuable dissemination opportunities.

Goals

- develop student confidence in mathematics and science
- increase student awareness of math as a critical filter
- provide current career information
- develop a math/science network of educators and business leaders to encourage women and minorities to enter math and science-based occupations

Program Provides

- classroom materials
- effective teaching strategies
- follow-up work with staff
- family math/science classes

Program Title: Indian Education Program
Charlotte-Mecklenburg Schools
Charlotte, N.C. 28203

Contact Person For Program:

Rosa Winfree
Resource Teacher For Indian Education
Staff Development Center
428 West Blvd.
Charlotte, N.C. 28203
704/343-5400

Appropriate Grade Level(s) For Program: K-12

Basic Purpose of Program:

To provide supplemental educational and cutural activities for American Indian students.

Nature and Scope of Program:

A three-year grant has been awarded from the office of Indian Education Programs, United States Department of Education to provide a program of activities designed to respond to an increasing number of American Indian students who are leaving school before graduation. The "at risk" population will be identified, their needs assessed and strategies for improving attendance will be developed.

About The Program

The Indian Education Act of 1972 is a Congressional declaration of policy in recognition of the special educational needs of Indian students in the United States.

This Act provides Federal financial assistance to the school district for the purpose of planning, developing, and carrying out elementary and secondary school programs specifically designed to increase educational and cultural opportunities for Indian students. The grant is provided by the United States Office of Indian Education Programs which is a part of the United States Department of Education.

Program Components

Informal/Formal Counseling For Attendance Problems

Provides parents and school personnel with decisive and practical methods of effectively handling situations which result in absenteeism. Students are provided special activities, programs and services which are culturally relevant and responsive to their needs. Referrals are made to existing program and resources commensurate with the needs of the student and the student's family.

College and Career Planning

Guidance is provided for high school students in planning a college preparatory course schedule and exploring career choices. Students are further assisted in seeking admission and financial aid in pursuing post secondary training. The program is conducted in the high schools cooperatively with the Talent Search Project of the North Carolina Commission of Indian Affairs and a designated counselor in each high school.

Program Title: Love of Learning
Charlotte-Mecklenburg Schools
Charlotte, N.C. 28230

Contact Person For Program:

Margaret Griehsbach
Assistant Superintendent for Curriculum and Staff Development
Charlotte-Mecklenburg Schools
P.O. Box 30035
Charlotte, N.C. 28230
704/379-7150

Appropriate Grade Level(s) For Program: 9-12

Basic Purpose of Program:

To support and encourage achievement of black students in secondary and higher education.

Nature and Scope of Program:

The Love of Learning Program is a cooperative effort of Davidson College and Charlotte-Mecklenburg Schools. Black students with under-developed potential are identified prior to entering 9th grade. The program offers these students summer and school year experiences over a five-year period. Both academic and personal development are emphasized. School personnel, parents and community resources are involved to support the students' success.

Last year, Davidson College tested an innovative summer program designed to help black students: (1) raise their sights about their academic goals and aspirations, (2) improve their scores on the Scholastic Aptitude Test (SAT), and (3) compete successfully for admission to, and as students in, selective colleges and universities. The summer pilot project, designed in cooperation with the Charlotte-Mecklenburg school system is part of a larger 8-year effort--called Love of Learning--intended to increase the number of black students who succeed in higher education and to lay the foundation that will later inspire some of those able students to choose careers in teaching, especially in the field of mathematics, the natural sciences, and the humanities. Our approach combines early intervention with a rigorous academic program which puts students on a college-bound track and builds a network of support to enable them to succeed.

Over the next four years, the Loves of Learning Program will recruit four groups of 30 black eighth-grade students with under-developed potential from Charlotte-Mecklenburg schools. The involved students will be in a five-year sequential program of summer and academic-year experiences that will take them through the first year of college.

The program for students will focus on five areas:

1. Mastery of oral and written English
2. Mastery of mathematical skills
3. Development of skills in scientific inquiry
4. Development of test-taking skills and preparation for the SAT
5. Personal development

Program Title: **Minority Achievement by Choice**
Charlotte-Mecklenburg Schools
Charlotte, N.C. 28213

Contact Person for Program:

Joel Ritchie
Principal
Hidden Valley School
5100 Snow White Lane
Charlotte, N.C. 28213
704/343-6810

Appropriate Grade Level(s) for Program: K-6

Basic Objectives of Program:

(1) To gain parent and student support (2) to increase creative writing skills and provide word processing instruction (3) to increase appreciation of fine arts and cultural events (4) to increase exposure to different geographical regions and survival skills (5) to increase communication skills (6) to provide positive role models.

Program Title: Minority Achievement Program
Charlotte-Mecklenburg Schools
Charlotte, N.C. 28212

Contact Person For Program:

Jeanette C. Woodard
Counselor
East Mecklenburg High School
6800 Monroe Road
Charlotte, N.C. 28212
704/343-6430

Appropriate Grade Level(s) For Program: 10-12

Basic Purpose of Program:

To identify minority students with the potential to further their education and to provide special services that will encourage them to reach their full potential.

Nature and Scope of Program:

Two evening programs were presented for parents of the students in the program. Students were assigned a faculty advisor whose purpose was to provide support and encouragement throughout the school year. Special programs were presented to the identified students during the regular school day.

Objectives

1. Identify 10th, 11th, and 12th graders in the target group.
2. Provide targeted students with a supporting faculty relationship.
3. Increase awareness of college admission requirements and college life.
4. Make the targeted students and their parents aware of the students' potential and resulting opportunities and responsibilities.
5. Increase participation by juniors in the PSAT and SAT testing programs.
6. Increase participation of targeted students in special programs.

Program Title: Minority Achievement Program
Charlotte-Mecklenburg Schools
Charlotte, N.C. 28212

Contact Person for Program:

Ben Dupree/Peggy Johnson
Albemarle Road Jr. High School
6900 Democracy Drive
Charlotte, N.C. 28212
704/343-6420

Appropriate Grade Level(s) For Program: 7-9

Basic Purpose of Program:

We believe that minority students can do well on standardized tests and feel good about themselves if they are provided a little extra help. This help comes from tutoring, working with computers, and being involved with community resource persons.

Letters are sent to parents explaining the program, and a consent sheet giving their permission for their child to participate.

Using the Wide Range Achievement Test, students are tested in reading and mathematics at the beginning and end of the program. They keep daily and weekly study logs, recording the amount of time they have studied at home during a given week. Parents must sign the log and return it on Mondays to be checked.

Resource persons from the Charlotte Community have been invited to come and share an hour with the students discussing such topics as attitudes, family, education, self-esteem and job opportunities.

We believe that with regular school instruction, after school tutoring, regular study time at home, and motivation from resource persons, that we will note improvement on the Wide Range Achievement Test and the California Achievement Test.

Program Title: Multicultural Education
Charlotte-Mecklenburg Schools
Charlotte, N.C. 28210

Contact Person for Program:

Cynthia Roddey
Media Coordinator
Steele Creek Media Center
4100 Gallant Lane
Charlotte, N.C. 29217
704/343-3810

Appropriate Grade Level(s) for Program: K-6

Basic Purpose of Program:

Reading program to inform students about significant contributions of the American Indians to our culture.

Nature and Scope of Program:

The Steele Creek Media Advisory Committee will begin to implement a Multi-cultural Education Program this school year. The target group for 1988-89 will be Native Americans: Indians in North Carolina. The activities include:

1. The development of an North Carolina Indian Education Kit to be housed in the media center

2. An incentive reading program. Students in grades 2-6 will be encouraged to read 50 books. The titles should include books by and about Indians. Grade K and 1 will use the cycle words from the Write to Read Lab.

3. The observance of Indian Heritage Week, September 18-24. The emphasis will be on games. These will be coordinated by the physical education teacher.

4. A 4-6 program on Indian Heritage and Culture will be held on October 28. Materials will be provided by Rosa Winfree, Indian Education Specialist.

5. A showing of "The Catawbas", an ITV November special, on close circuit. On November 21-23, the cafeteria will feature Indian foods.

6. We will have an Indian crafts display in December. The media center wishes to have (depending on approval) a "Santa's Workshop" with Indian crafts as a fund raiser to buy items for the Indian Education Kit.

Program Title: **Plan For Minority Achievement**
Charlotte-Mecklenburg Schools
Charlotte, N.C. 28208

Contact Person For Program:

Curtis Buchanan
Principal
Thomasboro Elementary School
538 Bradford Drive
Charlotte, N.C. 28208
704/343-6000

Appropriate Grade Level(s) For Program: K-6

Basic Purpose of Program:

1. To involve parents in the implementation of the Minority Achievement Program.

2. To help students develop a positive self-image and a sense of self-identity.

3. To help students learn about making decisions, recognizing choices and solving problems.

Nature and Scope of Program:

Minority Achievement

Goal:

- offer effective educational experiences to potentially high achieving minority students

Objectives

- identification of students

- participation in all school programs

- positive school experience with high expectations
- provisions for financial assistance
- goal setting and attainment of goals
- training and utilization of existing personnel
- technical assistance to school staff
- parent awareness
- identify and coordinate use of local, state and national resources

Systemwide Activities:

- student seminars
- parent awareness training
- program advocacy
- financial assistance
- in-service activities
- community awareness training
- identify local, state and national resources

School Activities:

- assist in design of school programs
- technical assistance
- program implementation

Program Title: Ideas and Suggestions for Black History Celebration
Durham County Schools
Durham, N.C. 27704

Contact Person For Program:

Lynda B. Fowler
Director of Media Services
3507 Dearborn Drive
Durham, N.C. 27704
919/560-3801

Appropriate Grade Level(s) For Program: K-12

Basic Purpose of Program:

To assist teachers with preparing activities for Black History month.

Nature and Scope of Program:

Development of a notebook containing ideas for the celebration of Black History month. The notebook has a variety of activities and suggestions was distributed to all Durham County School libraries.

Program Title: **Mathematics/Science Education Network**
Durham County Schools
Durham, N.C. 27701

Contact Person For Program:

Lula Monds
Coordinator of Special Programs
Durham County Schools
P.O. Box 3823
102 E. Seminary Avenue
Durham, N.C. 27701
919/560-3722

Appropriate Grade Level(s) For Program: 7-12

Basic Purpose of Program:

To encourage and support minorities and women in the mathematics and science areas.

Nature and Scope of Program:

In three middle schools qualifying students are selected who receive special support through a MSEN class. This class is designed to offer help in mathematics, science, writing, guidance, and other areas as needed. In addition, students participate in Saturday Academies and visit area colleges and universities. Many other special events are planned and implemented by the MSEN Network personnel from N.C. State and UNC.

Program Title: Mentor Program For Girls Grades 3-5
Durham City Schools
Durham, N.C. 27701

Contact Person For Program:

Dr. Linda R. Hubbard
Assistant Director For Special Needs
and Family Life Education
400 N. Duke Street
Durham, N.C. 27701
919/683-5561, ext. 54

Appropriate Grade Level(s) For Program: 3-5

Basic Purpose of Program:

The basic purpose of this program is to provide girls in grades 3-5 with positive female role models who assists them in recognizing who and what they are.

Nature and Scope of Program:

The mentor program assists girls in developing appropriate decision-making, goal-setting, and communication skills. The mentors give these young girls a sense of worthiness by encouraging them and pointing out contributions they can make to society. The goal of the program is to give the girls enough exposure to achievement-oriented females in an effort to motivate them to aspire to higher goals.

Program Title: Mentor Program For Teen Mothers
Durham City Schools
Durham, N.C. 27701

Contact Person For Program:

Dr. Linda R. Hubbard
Assistant Director for Special Needs and Family
Life Education
400 N. Duke Street
Durham, N.C. 27701
919/683-5561, ext. 54

Appropriate Grade Level(s) For Program: 10-12

Basic Purpose of Program:

The basic purpose of this program is to reduce subsequent live births (additional) among teen mothers.

Nature and Scope of Program:

The mentor program enables teen mothers to be linked with a professional female who is working in the field that the teen mother is interested in pursuing. The mentor placement will give the students an opportunity to work with their role model for two hours per week for six weeks. In addition, this placement will provide further information regarding career opportunities in the world of work. This type of activity will give the students an opportunity to develop a greater sense of responsibility in understanding the importance of work as well as enhancing their own personal development.

Program Title: **Multicultural Education Project**
Greensboro Public Schools
Greensboro, N.C. 27402

Contact Person for Program:

Sammie Campbell-Parrish
Greensboro Public Schools
712 N. Eugene Street
P.O. Drawer V
Greensboro, N.C. 27402
919/370-8300

Appropriate Grade Level(s) for Program: K-12

Basic Purpose of Program:

The Multicultural Education Training Project is a multi-year undertaking of the Equity Education Task Force of Greensboro Public Schools and the Miami Desegregation Assistance Center. Its major objectives are: (a) to train intensively at least one multicultural resource person/mentor at each of the 38 school sites to foster on-going, school-based initiatives in multicultural instruction, (b) to develop a long term staff development plan to insure the delivery of consistent, coordinated multicultural instruction throughout Greensboro City Schools.

Program Title: Young Parent Program
Hickory City Schools
Hickory, N.C.

Contact Person for Program:

Matthew G. Styers
Vocational Director
Hickory Alternate School
432 4th Avenue S.W.
Hickory, N.C. 28601
704/322-2855

Appropriate Grade Level(s) for Program: 9-12

Basic Purpose of Program:

To provide educational opportunities, vocational training skills, and job placement for young parents, includng pregnant females who want and need an alternative educational program in order to complete their secondary eudcation programs.

Nature and Scope of Program:

Hickory Alternate School is the product of a cooperative effort by the three public school systems in Catawba County to serve students who are deemed to be at risk because of environmental, cultural, emotional, and educational factors. The school program works to alleviate problems hampering the progress of the student population through general education, counseling, and vocational training. Remediation, enriched educational activities, and individualized instruction are used to eliminate academic deficiences. Vocational preparation prejob employability skills, and job placement classes are offered to encourage students to want to become productive, contributing members of the community. Social and emotional adjustment are addressed by a behavioral management system, counseling, and psychological services. The Young Parents Program coordinator, the job placement specialist, and the school counselor coordinate the delivery of services to students from other community agencies. Outcomes of enrollment are improved self-esteem; reduction of absenteeism; improved rate of academic achievement; increased occupational skills, knowledge, and employability; improved vocational opportunities for youth; and increased skills for daily living.

The Young Parents Program component of Hickory Alternate School has several objectives: to facilitate the delivery of existing community services to young parents and to prospective young parents; to provide educational classes in the areas of child development, family and life management, self-development, sexuality, pregnancy prevention, and issues relating to parenting; and to promote infant bonding through the provision of an on-site nursery. Adolescent parents who reside in Catawba County are eligible to participate in the program.

Program Title: **Sex Equity Model Program - Counseling Awareness**
Kings Mountain District Schools
Kings Mountain, N.C. 28086

Contact Person For Program:

Carolyn McWhirter
Vocational Industry Education Coordinator
Kings Mountain Senior High School
500 Phifer Road
Kings Mountain, N.C. 28086
704/739-7286

Appropriate Grade Level(s) For Program: 9-12

Basic Purpose of Program:

The Sex Equity Awareness Project of Kings Mountain District Schools will be a program designed to increase the acceptance of sex equity and decrease sex bias and stereotyping in vocational opportunities.

Nature and Scope of Program:

The Sex Equity Awareness Project is a one year project designed: 1) to increase awareness of nontraditional job opportunities available to students, 2) to increase and incorporate counseling activities into the vocational curriculum by offering career guidance, decision-making skills, self-esteem and equity issue mini-workshops, and 3) to provide the opportunity for students to explore and understand technical skills required in jobs which have been nontraditional for their gender.

Program Title: **Region 0 Council For The Advancement of Minorities in Engineering (ROCAME)**
New Hanover County Schools
Wilmington, N.C. 28402

Contact Person for Program:

Dianne Avery
Community Schools Coordinator
New Hanover County Schools
P.O. Box 390
Wilmington, N.C. 28402
919/763-5431

Appropriate Grade Level(s) for Program: 9-12

Basic Purpose of Program:

To stimulate and motivate minority students toward careers in engineering

Nature and Scope of Program:

Goal

The goal of ROCAME is to establish the sound foundation for a viable and accountable program to encourage minority youths to enter the fields of engineering, science and technology.

Need

Minority representation in the engineering and technical fields needs to be increased. Nationally, concerned representatives from industry, engineering schools, professional societies, government, foundations, and minority organizations formed the National Advisory Council on Minorities in Engineering (NACME) in1972. The goal of NACME is to increase the number of minorities who pursue engineering as a profession.

On a local level, representatives from industry and education formed a non-profit organization in 1979 called Region 0 Council for the Advancement of Minorities in Engineering (ROCAME) to stimulate and motivate minority students in this area toward a career in engineering.

Approximately 1,000 students each year in Brunswick, Columbus, New Hanover, Pender Counties, and Whiteville City Schools are identified to participate in the program. ROCAME has played an important role providing mat, science, and technological experiences to aid these students in making career choices.

Program Title: START - Sensitivity Today and Respect For Tomorrow
New Hanover County Schools
Wilmington, N.C. 28402

Contact Person For Program:

Craig Martin
START Director
New Hanover County Schools
1802 S. 15th Street, Box 390
Wilmington, N.C. 28402
919/251-6161

Appropriate Grade Level(s) For Program: 9-12

Basic Purpose of Program:

This program consists of a series of workshops and seminars designed to enhance human relations, teach students to improve the quality of relationships through effective communication, stimulate motivation, create awareness of the effects of substance abuse, provide skills for coping with stress, and help students improve the overall quality of their lives.

Students attend day long workshops in which the following topics are discussed: Race Relations, Male/Female Role Expectations, Substance Abuse, Communication Skills For Conflict Resolution, Helping Friends Through Crisis, and Communicating with Parents.

Program Title: TAP - Teacher Affective Program
New Hanover County Schools
Wilmington, N.C. 28402

Contact Person For Program:

Craig Martin
START Director
New Hanover County Schools
1802 S. 15th St., Box 390
Wilmington, N.C. 28402
919/251-6161

Appropriate Grade Level(s) For Program: Staff Development

Basic Purpose of Program:

Objectives:

T.A.P. consists of three primary components. These components provide resources for staff development in the following areas: Stress Management, Communication Skills in Personal and Professional Relationships, and Cultural Bias Awareness. All certified personnel in the New Hanover County School System are included in the program. The purpose of the entire package is to build upon affective strengths of all professionals in New Hanover County, provide professionals with coping skills for high-stress jobs, and enhance positive interactions between teachers and students and between teachers and colleagues.

Program Title: You've Got To Be KID-DING
Pasquotank County Schools
Elizabeth City, N.C. 27909

Contact Person For Program:

Susanne Sifford
Health Education Coordinator
1200 S. Halstead Blvd.
Elizabeth City, N.C. 27909
919/335-2981

Appropriate Grade Level(s) For Program: Staff Development

K-3 "The Elementary Years"
7-12 "A Look At Adolescents"

Basic Purpose of Program:

To provide teachers with innovative ideas to build self-esteem among their students by increasing their own self-esteem.

Nature and Scope of Program:

The program includes a series of video tapes with inspirational spokespersons, small group activities, and group sharing through discussion. Topics of focus include: School Transition 1930's - 1980's; Discipline; Communication Skills; Self-Esteem, Decision Making and Creative Testing Ideas.

Introduction

Teachers, administrators and parents are continually challenged to come up with the "right" approach to raising and educating our young children. As educators, we spend at least four years learning the rudiments of our profession. When we enter the classroom and "discover" the children, we find that our preparation may have suited us well in testing us to present content and for children to learn. However, most of us quickly find out that we have few if any skills for creating an environment in which children will consistently choose to learn the things we teach them. The "You've Got To Be KID-DING" program was developed as a result of these concerns.

Objectives

- To teach students to feel capable of solving their own problems
- To help students understand their feelings and help improve self-esteem
- To encourage students to handle problems (i.e. rebellion, family stress, fighting, drugs)
- To teach critical thinking, teamwork, self-discipline, problem solving and improve students self-responsibility
- To recognize stages in children's development
- To create environments where students are motivated and want to learn

Program Title: Artists-In-Schools
Vance County Schools
Henderson, N.C. 27536
July 27, 1988

Contact Person For Program:

Jack Stallard
Vance County Schools
Administrative Central Office
128 Church Street
Henderson, N.C. 27536
919/492-2121

Appropriate Grade Level(s) For Program: 7-12

Basic Purpose of Program:

Work with secondary students and faculty in the theatre arts.

Nature and Scope of Program:

Includes cultural awareness, human relations, multi-cultural education, combatting stereotyping and improving self-concept. The Visiting Artist Program is a cooperative venture of the N.C. Arts Council and the N.C. Department of Community Colleges. The program encourages the appreciation and cultivation of the arts in the small communities and rural areas throughout the state. Visiting Artists do not teach, but serve the community by performing and demonstrating their art form for public schools, senior citizens groups, civic clubs, church groups and other organizations.

Program Title: Sex Equity/Pregnant Girls Project
Wilkes County Schools
Wilkesboro, N.C. 28697

Contact Person For Program:

Rex Barker
Director of Vocational Education
201 West Main Street
Wilkesboro, N.C. 28697
919/838-3921

Appropriate Grade Level(s) For Program: 9-12

Basic Purpose of Program:

To provide educational opportunities, in a non-traditional environment, for young parents (pregnant girls) in areas of: vocational skills training, job placement and parenting.

Nature and Scope of Program:

The program provides training in child care and human growth and development. Vocational training is provided in non-traditional areas where the local Employment Commission has identified labor demand. Child care services and a day care component permits mothers to attend school and be placed in job training. Academic instruction is coordinated through the Extended Day Program.

Program Title: Helping Hands
Wake County Schools
Raleigh, N.C. 27611

Contact Person For Program:

James Hargett
Project Manager
School/Community Helping Hands Project
Wake County Schools
3600 Wake Forest Rd
P.O. Box 28041
Raleigh, N.C. 27611
919/790-2622

Appropriate Grade Level(s) For Program: 6th grade

Basic Purpose of Program:

To match sturdy, caring black male educators (or community leaders) with 11 or 12 year old black males who are experiencing difficulty.

Nature and Scope of Program:

The Wake County Public School System is preparing to launch the second phase of its privately funded, pilot project designed to help black male students take full advantage of learning opportunities. The program pairs sturdy role models, first from the school and then from the community, with 11- and 12-year-olds who have the potential for success in school but are at risk of failure. The pilot program attempts to combat the negative influences which hinder the black male student's development.

The first phase of the School/Community Helping Hands Project involves the matching of sturdy, caring, black male educators with these students. The educators serve as personal models for the young people, working for a year one-on-one and in groups to boost the youngsters' self-image and ability to access fully educational opportunities.

In the second phase which will begin in the fall of 1988, the project will join hands with the community, enlisting community personal models to work with the students who were assisted by the school personal models in the first year.

These community models will need at least 12 to 15 hours each month with their student partners. This relationship must continue for at least one year.

These community models will meet at least 12 to 15 hours each month with their student partners. This relationship must continue for at least one year. During this community component of the project, emphasis will be focused on the home, school, and child, with attention and activities targeting four specific areas:

- providing a positive role model
- understanding and improving peer relations
- improving success in school
- developing leadership potential

The process for selecting community models is crucial to providing sturdy, caring, black male models to bond with and enhance the self-image of the black male child.

Program Title: Student Mediation Program
Dispute Settlement Center
Carrboro, N.C. 17510

Contact Person For Program:

Ms. Jan Bellard
Youth Program Coordinator
Dispute Settlement Center
302 Weaver Street
Carrboro, N.C. 27510
919/929-8800

Appropriate Grade Level(s) For Program: K-12

Basic Purpose of Program:

Goals

1) To teach students communication, problem-solving, and conflict resolution skills.

2) To encourage students to take responsibility for solving conflicts among themselves and their peers in a constructive, peaceful way.

3) To decrease tension, hostility, and violence within the school.

4) To build a stronger sense of cooperation and community within the school.

What is Mediation?

Mediation is a process in which people who have a dispute meet, and with the assistance of a neutral mediator, talk out the problem, come to a better understanding of both person's needs, and work out a solution that satisfies both disputants.

Peer mediation is when young people are trained to mediate the disputes of other young people. There are more than 300 peer mediation programs in the U.S., most of which have been implemented in school settings, where they are usually known as student mediation programs. In North Carlina, there are approximately 20 student mediation programs, in such diverse school systems as Chapel Hill, Fayetteville, Raleigh, Chatham County,

Asheville City, and Orange County. The programs have been implemented by resource people from mediation centers, working with the staff, administration, and parents of each school.

Peer mediation programs usually include both a schoolwide "conflict resolution" curriculum, and the selection and training of 15-25 students to be mediators. Some programs also offer mediation training to teachers and parents.

Why Peer Mediation?

Through the conflict resolution curriculum and the process of mediation, young people learn conflict-solving strategies that are more effective and satisfying than the ones they normally use. Mediation offers them constructive, positive strategies and skills that they'll be able to use the rest of their lives. The process also encourages and enables them to take responsibility for solving their own conflicts in a peaceful, satisfying way. The result? They'll grow into adults who can solve their disputes without hurting anyone, or having to go to court to settle them.

Program Title: <u>A Model Human Relations Program</u>
Yonkers Public Schools
Yonkers, New York

Contact Person For Program:

A. Donald Duncan
Director of Human Relations
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Yonkers, N.Y. 10701
(914) 963-4567

Appropriate Grade Level(s) For Program: K-12

Basic Purpose of Program:

In 1986, the Yonkers New York Public School System established a Human Relations Department as part of the district's Educational Improvement Plan (EIP). The EIP was the basis for a court ordered and approved school and housing desegregation plan for the city. The district's human relations program was designed to meet the eight (8) human relations goals listed in the Educational Improvement Plan. The human relations goals are as follows:

1. To increase the alternatives of administrators in analyzing potential inter and intra group problems and promoting group cooperation.

2. To improve communication among administrators, teachers, students, and community.

3. To enhance the awareness of administrators, school personnel, and students of diverse cultural backgrounds.

4. To increase the training of a cadre of administrative and teaching personnel to facilitate the use of human relations experiences with students.

5. To provide students with experiences which will assist them in developing and facilitating communication, decision-making, and problem-solving skills.

6. To assist students in developing an understanding of their rights and responsibilities as members of the school community.

7. To provide information and training experiences for community groups which will encourage them to work together effectively for the benefit of the school community.

8. To provide an atmosphere in which the school community will be assured of the safe transport of its students to and from school.

In order to meets these goals a Human Relations Department was established with a Human Relations Director and ten (10) Human Relations Facilitators.